

**"Clustered" Competencies for
READING/ENGLISH LANGUAGE ARTS SPECIALIST**

You are responsible for meeting all of the knowledge and performance standards and additional requirements for this endorsement. To assist you in writing to the knowledge and performance standards, they have been grouped or "clustered" into the following topical areas. These areas are incorporated in the scoring rubric for this endorsement. Please write to these "clustered" competencies.

Knowledge and Performance Standards – Foundations:

Reading Comprehension and Fluency

- F 1 Cognitive processes involved in reading and their interaction
- F 2 The components of reading comprehension, their interaction, and implications for instruction, including components of fluency and appropriate ranges of reading fluency rates at different age levels
- F 3 Development of early and emergent literacy
- F 4 Instructional strategies to promote reading comprehension and fluency

Literature and Media

- F 5 A wide variety of age-appropriate literature across genres, cultures, and sub-cultures, including texts that support a range of reading abilities
- F 6 Literary elements and strategies for analysis of literature and non-print media, including critical theories of children's literature

Language Development

- F 7 The phonemic, morphemic, semantic, syntactic, and pragmatic systems of language and their relationship to the reading and writing process
- F 8 Processes, principles, and dimensions of oral language acquisition, the relationship between oral language development and literacy development, and the impact of physical, emotional, and cultural factors on language development and acquisition of reading and writing
- F 9 Components of phonological processing, and the development of the phonological skills essential to fluent decoding
- F 10 Distinctions between second language learning issues and learning disabilities

Word Study

- F 11 The pronunciation of English phonemes and their graphemes
- F 12 The developmental stages of spelling and morphological analysis and relationships among phonology, decoding, orthography, fluency, vocabulary, and comprehension
- F 13 Speech to print correspondence at the sound, syllable pattern, and morphological levels

- F 14 Vocabulary development and its relationship to literacy acquisition
- F 15 Instructional strategies to promote the development of phonemic awareness, vocabulary, spelling, and decoding skills

Written Expression

- F 16 The writing development continuum from pre-writers through adults
- F 17 Dimensions of quality writing, types of writing, the composing processes that writers use, and planning strategies most appropriate for particular kinds of writing
- F 18 The conventions of written English
- F 19 Instructional and assessment strategies to support the development of written expression, including appropriate benchmarks and standards for various ages/grade levels

Knowledge and Performance Standards – Individual Differences and Individualized Instruction:

- IDII 1 The characteristics of an multiple causes of reading and writing difficulties
- IDII 2 A variety of individual and group instructional approaches, interventions, and supplemental programs to address specific difficulties in language, reading and writing skills

Knowledge and Performance Standards – Assessment:

- A 1 Indicators of proficiency or difficulty in the various component areas of reading
- A 2 Purposes for assessment in English language arts, and a range of valid and reliable assessment tools appropriate to each purpose
- A 3 Administration and interpretation of formal and informal assessments appropriate for different purposes

Knowledge and Performance Standards -- Consultation and Collaboration:

- CC 1 Principles and practices of effective collaboration and consultation in learning environments
- CC 2 Purposes of and eligibility criteria for various local supplemental and intervention programs designed to help students with reading and writing difficulties

Knowledge and Performance Standards – Research and Evaluation:

- RE 1 Interpretation, analysis and application of research findings to instructional practice
- RE 2 Strategies for classroom-based literacy research
- RE 3 Appropriate criteria for determining the effectiveness of reading programs, including comprehensive programs, supplemental, and intervention programs

Additional Requirements:

A minimum of 18 credits in reading/English Language Arts.

A minimum of a practicum, or the equivalent, in reading instruction and assessment.